
2003 Accountability Report on Mayor-Sponsored Charter Schools

September 2003

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City of
Indianapolis
Bart Peterson, Mayor



<http://www.indygov.org/mayor/charter/>



September 30, 2003

Dear Citizens of Indianapolis:

More than two years ago, the Indiana Charter School Law gave the Mayor of Indianapolis the authority to do something no other mayor in the nation can do — issue a “charter” to open a new public school. I moved aggressively to launch a charter schools initiative because these schools can make a difference for the City’s children by providing new options within public education. In the past two years, I have issued several charters to strong organizations with compelling plans for new schools.

The first three of those schools completed their inaugural school year this spring. This report provides detailed information on how these schools are performing. Although this is only a preliminary report and we must measure how the schools perform over time, the report you are about to read will be useful in evaluating the progress of our first three charter schools.

Charter schools are public schools, and are open to all students. That’s why it is vital that you, the public, know what is happening in the schools I’ve chartered and how they are performing. I plan to continue to produce reports like this, and to provide additional information for you through the City of Indianapolis’ charter school website, www.indygov.org/mayor/charter.

Publishing this report is part of my commitment to holding the schools I sponsor accountable to the highest standards. Thank you for your interest in charter schools.

Sincerely,

Bart Peterson
Mayor

Office of the Mayor

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Acknowledgments

The Mayor's Office is grateful to the charter schools sponsored by Mayor Peterson for striving to provide new educational opportunities for families in our community, and to the teachers, parents, and students who support the schools every day. We would like to extend our special thanks to the members of the Indianapolis Charter Schools Board and the Indianapolis City-County Council, and particularly Councillors Ron Gibson and John Bainbridge, for the support they have given to Indianapolis' charter schools. We are especially grateful to The Annie E. Casey Foundation for its support and contributions. And finally, we thank all those who reviewed this report for their valuable commentary.

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Supplemental Reports

Electronic versions of the supplemental reports are available on-line and include the following:

Supplemental Report 1 21st Century Charter School: Detailed Performance Assessment and Profile

Supplemental Report 2 Christel House Academy: Detailed Performance Assessment and Profile

Supplemental Report 3 Flanner House Elementary School: Detailed Performance Assessment and Profile

Supplemental Report 4 Financial Status of Indianapolis Charter Schools

Supplemental Report 5 The Mayor's Charter School Accountability System

Supplemental Report 6 Notes on Methods Used to Gather and Analyze Information Included in the Accountability Report and Supplemental Reports

Other Documents

Electronic versions of the other documents referenced in the accountability report are available on-line and include the following:

Charter School Accountability Handbook

Charter School Performance Framework

The "Charter" – Charter School Agreement

Pre-Opening Visit Checklist

Expert Site Visit Review Process and Protocol

Survey of Mayor-Sponsored Charter School Parents

Survey of Mayor-Sponsored Charter School Staffs

Charter School Governance Handbook

Detailed Descriptions of Schools Opening in 2003-04

Applications for Schools Opening in 2003-04

The accountability report, supplemental reports, and other documents referenced in the accountability report are on-line at: www.indygov.org/mayor/charter/accountability_report.

2003 Accountability Report on Mayor-Sponsored Charter Schools

In 2001, Indiana legislation gave the Mayor of Indianapolis the authority to issue charters to create new public schools within Marion County. The first three charter schools authorized by Mayor Bart Peterson opened in fall 2002. This report provides in-depth information about these three schools based on their first year of operation.

A Commitment to Accountability

The Mayor is committed to chartering only those schools that will provide the highest quality education to the children of Indianapolis. The Mayor's Office has designed and implemented a comprehensive system for gathering detailed information about the schools the Mayor sponsors, obtaining expert analyses of schools' performance, and making the results fully available to the public. With significant funding from the Annie E. Casey Foundation, the Mayor's Office has been able to enlist leading accountability and charter school experts from Indianapolis and around the country to help design its approach to holding schools accountable (see page 2).

In 2002-03, the Mayor's Office engaged in a range of activities to gather the information needed to analyze school performance. These activities included:

Multiple carefully planned visits to each school. These visits included:

- **Pre-opening visits:** Guided by a detailed checklist, the Mayor's staff visited each school prior to its opening in the fall. These visits ensured that all Mayor-sponsored charter schools were prepared to open in full compliance with health, safety, and other vital requirements.
- **Two expert team visits:** In December and May, three-member teams led by Dr. Ruth Green of the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis visited each school for one full day. Using a thorough protocol, the team observed classrooms, interviewed dozens of people, and provided detailed reports on each school's progress.
- **Governance visits:** The Mayor's charter schools staff conducted additional visits in the spring to examine schools' business and financial operations.

Accountability-related documents developed by the Mayor's Office

- Charter School Accountability Handbook
- Charter School Performance Framework
- The "Charter" – Charter School Agreement
- Pre-Opening Visit Checklist
- Expert Site Visit Review Process and Protocol
- Survey of Mayor-Sponsored Charter School Parents
- Survey of Mayor-Sponsored Charter School Staffs
- Charter School Governance Handbook

These documents are available on-line at http://www.indygov.org/mayor/charter/accountability_report.

Independent, confidential surveys of parents and staff. The Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis administered parent and teacher surveys in the spring

of 2003. Every professional staff member in the three schools and many parents responded to these anonymous surveys, in which they were asked to rate their satisfaction with the schools.

Expert analysis of test score data. The Mayor's Office required each school to administer a rigorous, nationally recognized, and norm-referenced standardized test to its students in both the fall and the spring. Experts in test score analysis from New American Schools independently examined how well students progressed in reading, language, and mathematics between the fall and the spring.

Outside review of each school's finances. The Mayor's Office contracted with an outside accounting firm, H.J. Umbaugh & Associates, to produce an analysis of each school's finances. The accounting firm also visited each charter school to study its accounting processes and cash management policies.

Special education review. At the request of the Mayor's Office, in January 2003 the Division of Exceptional Learners at the Indiana Department of Education conducted an on-site review of the special education services provided by the Indianapolis charter schools. As a result of the visits, several areas were identified for attention. The schools and the Mayor's Office worked with the Division to address these issues. In March 2003, the Division visited the schools again and found, according to Associate Superintendent Robert Marra, that "the schools made solid progress in addressing the areas needing improvement."

The Annie E. Casey Foundation Enables Initiative to Tap Expertise

"The Casey Foundation's mission is to improve the lives of the nation's most at-risk kids. Achieving that mission requires investments not just in helping kids but also their families and helping both make connections to a better future. That's why our investment in Mayor Peterson's charter school initiative is part of a larger Casey initiative called Making Connections. This education investment gave us a unique opportunity to provide families with more choices of new public schools that meet the highest quality standards. And the Mayor has shown he's committed to taking the steps to build an initiative focused on excellence for families and kids. That's why the Casey Foundation has supported the effort right from the start."

Dr. Bruno Manno, Senior Associate for Education, The Annie E. Casey Foundation

In 2001, The Annie E. Casey Foundation (AECF) supported the start of the charter schools initiative with an initial investment of \$67,000, enabling the Mayor's Office to design an intensive and rigorous process for reviewing charter school applications. The Mayor's Office has since received an additional three-year \$375,000 grant from AECF to develop its charter school accountability system.

These funds have allowed the Mayor's Office to enlist national and local experts on chartering and school accountability. **Dr. Bryan C. Hassel**, president of Public Impact, served as the Mayor's Office's principal advisor as it developed its accountability system. Dr. Hassel, a national expert on charter schools and their accountability and oversight, holds a doctorate from Harvard University and a master's from Oxford University, which he attended as a Rhodes Scholar. Dr. Hassel is the author of *The Charter School Challenge* published by the Brookings Institution. **Sejal Doshi** has been a valuable contributor to the overall initiative and has contributed significantly to this report. Ms. Doshi, a former Teach For America

elementary school teacher in the South Bronx, holds a master's degree from the Harvard Graduate School of Education.

The Mayor's Office also involved top Indianapolis-based experts in this work, primarily through its partnership with the **University of Indianapolis' Center of Excellence in Leadership of Learning**

(CELL). Leading CELL's involvement was **Dr. Ruth Green**, who served on the team designing the accountability system, developed the site visit protocol and led the site visits, and developed, conducted and analyzed the parent and staff surveys. Dr. Green holds a doctorate from North Carolina State University and is an expert in school accountability. Dr. Green was assisted in her school site visits by other local school experts, including **Dr. Steve Tegarden**, the former superintendent of schools in two districts, most recently in Carmel, Indiana; **Kaaren Rodman**, a retired English and foreign language teacher at North Central High School and a Fulbright Scholar; and **Dr. Bonnie Cameron**, a veteran educator in both K-12 (including in the Indianapolis Public Schools) and post-secondary schools.

Another central partner has been New American Schools (NAS), a Virginia-based nonprofit organization. For NAS, **Dr. Paul Herdman** served on the team designing the accountability system. Dr. Herdman is an expert in charter school accountability and the founder of a small public school. He received his doctorate from Harvard University's Graduate School of Education. **Dr. Harold Doran** led NAS' analysis of the charter schools' test scores. A recognized expert in assessment and accountability programs, Dr. Doran received his doctorate in education from the University of Arizona.

H.J. Umbaugh & Associates developed and carried out the Mayor's system of financial oversight of charter schools. With over fifty years of experience, the firm is consistently ranked among the leading financial advisory firms in the State of Indiana by Thomson Financial Securities Data.

The Schools: Overview

As of summer 2003, Mayor Peterson has authorized eight schools and continues to consider applications for additional charters. Three of the schools opened for the 2002-03 school year, two more opened in fall 2003, and two more will open in 2004.¹ At full capacity, these schools will educate over 2,600 students, including:

- Over 950 students in grades K-4
- Over 950 students in grades 5-8
- Over 770 students in grades 9-12

The first three schools. Three elementary schools chartered by the Mayor opened in fall 2002: 21st Century Charter School, Christel House Academy, and Flanner House Elementary School. In addition to the information provided in this report, the supplemental reports on individual schools contain more detailed information about the schools' educational approaches and programs.

High demand for charter schools. Together, these first three schools had the capacity to serve 551 students in 2002-2003. The schools received 840 applications for these slots and held lotteries to determine admission. More than 270 students remained on waiting lists for the schools in 2002-2003. At the end of the school year, 479 students were enrolled in the three schools.

¹The charter of the eighth school, Imani School of Excellence, was revoked because that school did not meet the conditions for opening as established in the charter agreement.

Diverse student bodies. Charter school students represented a diverse group of Indianapolis children:

- 82.5% were children of color;
- 61.6% were eligible for free- or reduced-price lunch, a conventional indicator of limited family income;
- 6.2% were identified as needing special education services; and
- 1.7% were identified as having limited English proficiency.

Serving academically challenged students. Shortly after the beginning of the school year, students in the charter schools took the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) tests in reading and math. These tests are designed to measure each student's skills and knowledge in critical learning areas as identified in Indiana's Academic Standards.

Since the schools had just opened when ISTEP+ was administered, the results did not offer any information from which the Mayor's Office could assess how much children had learned at the charter schools. Instead, they provided useful information about the *starting levels* of knowledge and skills of the charter school students.

The results make clear that Mayor-sponsored charter schools are serving academically challenged students. Only about half of 3rd and 6th grade students came into the Mayor-sponsored charter schools at or above grade level in English. Just one in three 3rd graders passed the state math test, and just one in five 6th graders scored passing marks in math. Across the board, these pass rates were lower than Indiana's statewide averages and, with the exception of 6th grade English, lower than the pass rates among students attending the Indianapolis Public Schools (IPS).

Performance of the First Three Schools

Based on results of the tests the Mayor's Office required schools to administer in the fall and spring, parent and staff surveys, school visits, and other information, the Mayor's Office analyzed each school's performance in 2002-03. *Final conclusions about the schools should not be made solely based on this report – it is important to see how the schools perform over time in order to fully evaluate their effectiveness.* The aim of this analysis was to answer a series of questions about how well each school performed. These questions are part of the Mayor's Charter School Performance Framework, summarized below:

Is the academic program a success?

- Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?
- Are students making substantial gains over time, as measured using value-added analysis?
- Is the school outperforming schools that the students would have been assigned to attend?
- Is the school meeting its mission-specific academic goals?

(Note: This report only examines the second of these above sub-questions: whether students are making gains. Data for the other three sub-questions above were not available for 2002-03. Subsequent accountability reports will address these sub-questions.)

Is the organization viable?

- Is the school in sound fiscal health?
- Are the school's student enrollment, attendance, and retention rates strong?
- Is the school's board active and competent in its oversight?
- Is there a high level of parent satisfaction with the school?
- Is the school administration strong in its academic and organizational leadership?
- Is the school meeting its mission-specific organizational goals?

(Note: This report does not examine the last of these above sub-questions: whether the school is meeting its mission-specific organizational goals. Data for this sub-question were not available for 2002-03. Subsequent accountability reports will address this sub-question.)

Is the school meeting its operations and access obligations?

- Has the school satisfactorily completed all of its organizational structure and governance obligations?
- Is the school's physical plant safe and conducive to learning?
- Has the school established and implemented a fair and appropriate pupil enrollment process?
- Do eligible students have reasonable and safe transportation options available to them?
- Is the school fulfilling its legal obligations related to access and services to students with special needs and those with limited English proficiency?

Is the school providing the appropriate conditions for success?

- Is the school's mission clearly understood by all stakeholders?
- Does the school have a high quality curriculum and supporting materials for each grade?
- Does the school effectively use learning standards and assessments to inform and improve instruction?
- Is the school climate conducive to student and staff success?
- Are the teaching processes (pedagogies) consistent with the school's mission?
- Is ongoing communication with students and parents clear and helpful?
- For secondary students, does the school provide sufficient guidance and support on post-secondary options?
- Has the school developed adequate human resource systems and deployed its staff effectively?
- Is the school meeting its mission-specific goals?

(Note: This report does not examine the seventh of these above sub-questions: whether the school is providing sufficient guidance and support on post-secondary options. Schools operating in 2002-03 did not serve secondary students. Subsequent accountability reports on schools serving secondary students will address this sub-question.)

Individual school performance summaries provided below highlight the following critical areas: academic progress, parent and staff satisfaction, and expert assessments of schools' educational and organizational viability. Detailed performance information on each school is included in a series of supplemental reports available on-line at http://www.indygov.org/mayor/charter/accountability_report.

21st Century Charter School

Grades served in 2002-03: K-6

Number of students enrolled in 2002-03: 117*

*Source: Indiana Department of Education, based on school's count of "Average Daily Membership" (measure the Department uses to count enrollment).

Academic progress. 21st Century Charter School administered the standardized Terra Nova exam to its 2nd, 4th, and 5th grade students in both fall 2002 and spring 2003. Each number in Figure 1 indicates the percentage change in the average test score achieved in a particular grade and subject from fall to spring. For example, the +7.7 in the first row indicates that the average reading score for 2nd graders was 7.7% higher in spring 2003 than it was in fall 2002.

Figure 1. Percentage change in average Terra Nova Test scores between fall 2002 and spring 2003 at 21st Century Charter School

	2 nd Grade	4 th Grade	5 th Grade
Reading	+7.7	+4.3	+2.9
Math	+6.3	+3.9	+2.9
Language	+6.2	+4.3	+3.5

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by New American Schools, Arlington, VA, 2003.

Note: See Supplemental Report 6 for detailed notes on test score analysis.

Figure 1 shows that students made progress, on average, between the fall and the spring in all grades and all subjects tested. But how large were these gains? One way to find out is to compare the progress of 21st Century's students to that of other students nationally who took the same exams at the same points in their academic careers.

Since Terra Nova is a national standardized test, we can ask the following question: if we ranked all the students across the country who took the Terra Nova, where would *21st Century students stand on average* in that ranking?

Figure 2 provides the answer. The first row of the table shows how 2nd graders at 21st Century performed in reading. In the fall, on average 2nd graders at 21st Century scored as well as or better than 33% of all students nationwide in reading. We call this number, 33, 21st Century's "Fall Average Percentile" for 2nd graders in reading. The next column shows that by the spring, on average 21st Century 2nd graders performed as well as or better than 49% of all students nationwide. The school's "Spring Average Percentile" was 49.

What does this mean? It means that, on average, 21st Century 2nd graders *moved up in the national ranking* in reading between the fall and the spring. So on the right side of Figure 2, we indicate that 21st Century students "gained ground" versus students nationally. As displayed in Figure 2, it is evident that, on average, they gained ground in all grades and all subjects, with the exception of 2nd grade math. In math, on average 2nd graders performed as well as or better than 59% of students nationally in both the fall and in the spring. So the table indicates that, on average, 21st Century 2nd grade students "stayed even" in math. As Figure 1 illustrates, on average, they did progress in math — but they progressed just enough to stay even with students across the country.

Figure 2. Academic progress of 21st Century Charter School students, fall 2002 through spring 2003

Grade/Subject	Fall Average Percentile	Spring Average Percentile	Gained ground vs. students nationally	Stayed even with students nationally	Lost ground vs. students nationally
2 nd Grade Reading	33	49	✓		
2 nd Grade Math	59	59		✓	
2 nd Grade Language	26	48	✓		
4 th Grade Reading	31	41	✓		
4 th Grade Math	25	28	✓		
4 th Grade Language	26	31	✓		
5 th Grade Reading	44	64	✓		
5 th Grade Math	45	49	✓		
5 th Grade Language	38	59	✓		

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by New American Schools, 2003.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

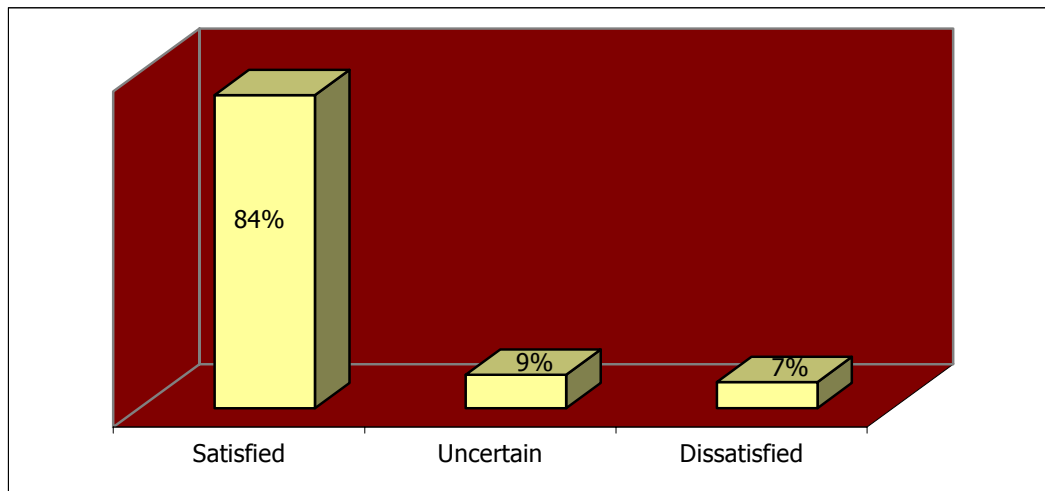
Note: See Supplemental Report 6 for detailed notes on test score analysis.

Expert assessment of 21st Century Charter School's educational and organizational viability. Expert site visit teams, reviews by an outside accounting firm, and oversight by the Mayor's Office yielded numerous findings about the school, discussed at length in Supplemental Reports 1 and 4. Highlights of those findings include:

- The expert site visit team commended the school for: the strong commitment of staff and parents to its mission; the development of solutions to start-up problems; the effective implementation of the A+ Learning System technology; the supply of good information to families; and the professional development planned for staff.
- The team also noted several areas for attention, including: developing more systems to support the work students do with the A+ technology system and conducting regular performance evaluations of teachers.
- The governance reviews found the school's management and governance systems to be well-functioning, with strong instructional and operational leadership.
- Reviews by an outside accounting firm revealed that 21st Century was managing its financial practices satisfactorily, with no significant problems.

Parent and staff satisfaction. In confidential surveys administered by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, the school's parents and staff indicated their level of satisfaction with 21st Century Charter School. Figure 3 shows how parents responded to a question about their overall satisfaction. Figure 4 displays how satisfied parents and staff were with a variety of school features.

Figure 3. Overall parent satisfaction with 21st Century Charter School



Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered spring 2003 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 6 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. "Satisfied" includes "somewhat satisfied," and "very satisfied" responses.

"Dissatisfied" includes "somewhat dissatisfied" and "very dissatisfied" responses.

Figure 4. Parent and staff satisfaction with features at 21st Century Charter School

School Feature	Parents ¹			School Staff ^{1,4}		
	Satisfied ²	Don't Know	Dis-satisfied ³	Satisfied ⁵	Un-certain ⁶	Dis-satisfied ⁷
Class size	82%	0%	18%			
School size	93%	0%	7%	100%	0%	0%
Length of the school day	96%	0%	5%	88%	6%	6%
Length of the school year	86%	0%	14%	75%	19%	6%
Individualized attention ⁸	82%	0%	18%	75%	13%	13%
Ability of school to fulfill mission				81%	19%	0%
Academic standards	88%	2%	10%	94%	6%	0%
Curriculum	89%	0%	11%	88%	13%	0%
Instructional resources ⁸	84%	2%	14%	67%	13%	20%
Quality of teaching	84%	0%	16%	81%	13%	6%
Classroom management/behavior				75%	13%	13%
Technology ⁸	93%	0%	7%	88%	13%	0%
Extracurricular activities	86%	0%	14%			
Parent involvement ⁸	96%	0%	5%	27%	33%	40%
Parent information on student learning	80%	0%	21%	80%	20%	0%
Accessibility/openness to parents				88%	6%	6%
Communication from the school	93%	0%	7%			
Sense of teacher/student pride in school	89%	0%	11%	88%	13%	0%
School leadership ⁸	88%	0%	12%	81%	13%	6%
School finances	66%	5%	29%	62%	23%	15%
Safety				88%	13%	0%
School facilities	93%	0%	7%	88%	0%	13%
Enrollment process	91%	5%	5%	93%	7%	0%
Services for special needs students ^{9,10}	85%	N/A	15%	67%	13%	20%
Transportation (overall) ¹⁰				93%	7%	0%
Drop-off/Pick-up time	83%	N/A	17%			
Drop-off/pick-up location	73%	N/A	27%			
Bus condition/reliability	80%	N/A	20%			
Time your child is on bus	72%	N/A	28%			

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staffs administered spring 2003 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 6 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Additionally, some categories may not equal 100% due to rounding.

¹Blank areas denote that the applicable group was not surveyed about satisfaction with the particular feature.

²Includes "satisfied," "moderately satisfied," and "very satisfied" responses.

³Includes "very dissatisfied" and "moderately dissatisfied" responses.

⁴Calculations for staff surveys do not include "don't know/not applicable" responses.

⁵Includes "somewhat satisfied" and "very satisfied" responses.

⁶Uncertain was ranked as three on a scale of one to five.

⁷Includes "not too dissatisfied" and "quite dissatisfied" responses.

⁸Wording of parent and staff surveys questions vary slightly.

⁹Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

¹⁰N/A denotes "not applicable." Since not all students used special education or transportation services, only the responses of those parents who expressed an opinion about these services were included in these calculations.

Christel House Academy

Grades served in 2002-03: K-4

Number of students enrolled in 2002-03: 230*

*Source: Indiana Department of Education, based on school's count of "Average Daily Membership" (measure the Department uses to count enrollment).

Academic progress. Christel House Academy administered the standardized Iowa Test of Basic Skills (ITBS) in reading, math, and language to its kindergarten through fourth grade students in both fall 2002 and spring 2003. (Kindergarten students did not take the reading exam.) Each number in Figure 5 indicates the percentage change in the average test score achieved in a particular grade and subject from fall to spring. For example, the +8.7 in the first row indicates that the average reading score for 1st graders was 8.7% higher in spring 2003 than it was in fall 2002.

Figure 5. Percentage change in average Iowa Test of Basic Skills scores between fall 2002 and spring 2003 at Christel House Academy

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade
Reading	--	+8.7	+7.7	+8.4	+6.1
Math	+8.2	+7.3	+6.5	+7.3	+5.4
Language	+5.8	+6.4	+6.9	+8.9	+7.7

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by New American Schools, Arlington, VA, 2003.

Note: See Supplemental Report 6 for detailed notes on test score analysis.

Figure 5 shows that students made progress, on average, between the fall and the spring in all grades and all subjects tested. But how large were these gains? One way to find out is to compare the progress of Christel House's students to that of other students nationally who took the same exams at the same points in their academic careers.

Since ITBS is a national standardized test, we can ask the following question: if we ranked all the students across the country who took the ITBS, where would *Christel House Academy students stand on average* in that ranking?

Figure 6 provides the answer. The first row of the table shows how kindergartners at Christel House performed in math. In the fall, on average kindergartners at Christel House scored as well as or better than 54% of all students nationwide in math. We call this number, 54, Christel House Academy's "Fall Average Percentile" for kindergartners in math. The next column shows that by the spring, on average Christel House kindergartners still performed as well as or better than 54% of all students nationwide. The school's "Spring Average Percentile" was 54.

Christel House students, on average, gained ground on their national peers in some grades and subjects, but stayed even or lost ground in several others. The fact that students, on average, lost ground in some areas does not mean that these students did not progress in these grades and subjects – as figure 5 illustrates, they progressed on average, but not as much as their peers nationally.

Figure 6. Academic progress of Christel House Academy students, fall 2002 through spring 2003

Grade/subject	Fall Average Percentile	Spring Average Percentile	Gained ground vs. students nationally	Stayed even with students nationally	Lost ground vs. students nationally
K Grade Math	54	54		✓	
K Grade Language	50	45			✓
1 st Grade Reading	27	27		✓	
1 st Grade Math	33	33		✓	
1 st Grade Language	48	40			✓
2 nd Grade Reading	35	43	✓		
2 nd Grade Math	25	20			✓
2 nd Grade Language	29	23			✓
3 rd Grade Reading	39	49	✓		
3 rd Grade Math	36	40	✓		
3 rd Grade Language	36	44	✓		
4 th Grade Reading	37	32			✓
4 th Grade Math	40	34			✓
4 th Grade Language	37	43	✓		

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by New American Schools, 2003.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

Note: See Supplemental Report 6 for detailed notes on test score analysis.

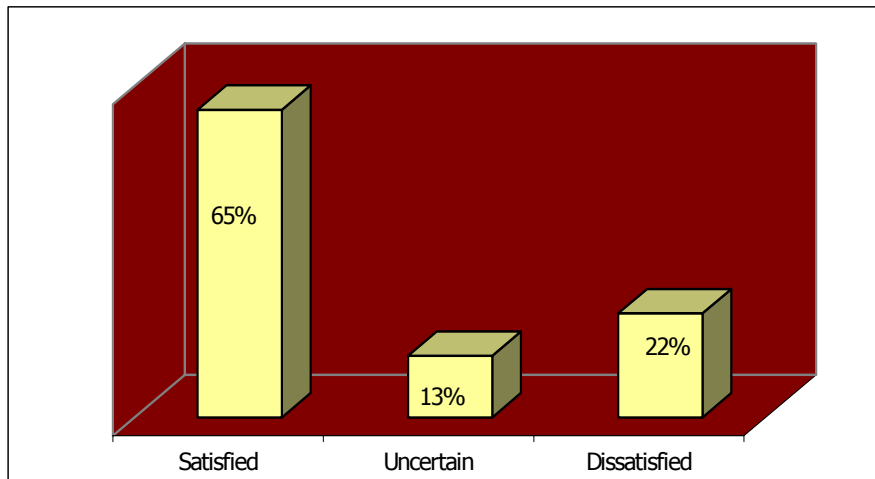
Expert assessment of Christel House Academy's educational and organizational viability.

Expert site visit teams, reviews by an outside accounting firm, and oversight by the Mayor's Office yielded numerous findings about the school, discussed at length in Supplemental Reports 2 and 4. Highlights of those findings include:

- The expert site visit team commended the commitment of school staff, parents, and students to Christel House Academy's mission and the support the school's teachers provided to one another and to the school's students.
- The team also noted several areas for attention, including: increasing attention to discipline and behavior; clarifying the roles, responsibilities and decision-making processes among school administration, teachers, and board; and strengthening processes such as planning, instructional guidance, use of data, and professional development.
- The governance reviews found that the school's affiliation with Christel House, Inc. brought many important resources to the school. The review also noted, however, that the school will need to give careful thought to which policies should be made at the campus level versus at Christel House, Inc.
- Reviews by an outside accounting firm revealed that Christel House Academy was managing its financial practices satisfactorily, with no significant problems.

Parent and staff satisfaction. In confidential surveys administered by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, the school's parents and staff indicated their level of satisfaction with Christel House Academy. Figure 7 shows how parents responded to a question about their overall satisfaction. Figure 8 displays how satisfied parents and staff were with a variety of school features.

Figure 7. Overall parent satisfaction with Christel House Academy



Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered spring 2003 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.
Note: See Supplemental Report 6 for detailed notes on survey protocol and analysis.
Note: Calculations do not include missing responses. "Satisfied" includes "somewhat satisfied," and "very satisfied" responses. "Dissatisfied" includes "somewhat dissatisfied" and "very dissatisfied" responses.

Figure 8. Parent and staff satisfaction with features at Christel House Academy

School Feature	Parents ¹			School Staff ^{1,4}		
	Satisfied ²	Don't Know	Dis-satisfied ³	Satisfied ⁵	Un-certain ⁶	Dis-satisfied ⁷
Class size	79%	0%	21%			
School size	99%	0%	1%	80%	13%	7%
Length of the school day	86%	1%	13%	0%	7%	93%
Length of the school year	88%	2%	10%	21%	0%	79%
Individualized attention ⁸	79%	0%	21%	40%	20%	40%
Ability of school to fulfill mission				20%	40%	40%
Academic standards	77%	3%	20%	87%	0%	13%
Curriculum	80%	0%	20%	19%	38%	44%
Instructional resources ⁸	83%	2%	16%	27%	7%	67%
Quality of teaching	83%	0%	17%	57%	29%	14%
Classroom management/behavior				20%	0%	80%
Technology ⁸	87%	3%	10%	53%	27%	20%
Extracurricular activities	86%	1%	13%			
Parent involvement ⁸	94%	3%	3%	33%	7%	60%
Parent information on student learning	83%	0%	17%	80%	13%	7%
Accessibility and openness to parents				80%	0%	20%
Communication from the school	89%	0%	11%			
Sense of teacher/student pride in school	83%	3%	14%	27%	33%	40%
School leadership ⁸	84%	0%	16%	25%	19%	56%
School finances	75%	19%	6%	14%	21%	64%
Safety				33%	27%	40%
School facilities	97%	0%	3%	93%	7%	0%
Enrollment process	94%	3%	3%	50%	17%	33%
Services for special needs students ^{9,10}	73%	N/A	27%	13%	0%	87%
Transportation (overall) ¹⁰				53%	0%	47%
Drop-off/Pick-up time	88%	N/A	12%			
Drop-off/pick-up location	84%	N/A	16%			
Bus condition/reliability	89%	N/A	11%			
Time your child is on bus	83%	N/A	17%			

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staffs administered spring 2003 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 6 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Additionally, some categories may not equal 100% due to rounding.

¹Blank areas denote that the applicable group was not surveyed about satisfaction with the particular feature.

²Includes "satisfied," "moderately satisfied," and "very satisfied" responses.

³Includes "very dissatisfied" and "moderately dissatisfied" responses.

⁴Calculations for staff surveys do not include "don't know/not applicable" responses.

⁵Includes "somewhat satisfied" and "very satisfied" responses.

⁶Uncertain was ranked as three on a scale of one to five.

⁷Includes "not too dissatisfied" and "quite dissatisfied" responses.

⁸Wording of parent and staff surveys questions vary slightly.

⁹Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

¹⁰N/A denotes "not applicable." Since not all students used special education or transportation services, only the responses of those parents who expressed an opinion about these services were included in these calculations.

Flanner House Elementary School

Grades served in 2002-03: K-4

Number of students enrolled in 2002-03: 132*

*Source: Indiana Department of Education, based on school's count of "Average Daily Membership" (measure the Department uses to count enrollment).

Academic progress. Flanner House Elementary School administered the standardized Terra Nova exam in reading, language, and math to its 1st, 2nd, and 4th grade students in both fall 2002 and spring 2003. Each number in Figure 9 indicates the percentage change in the average test score achieved in a particular grade and subject from fall to spring. For example, the +7.3 in the first row indicates that the average reading score for 1st graders was 7.3% higher in spring 2003 than it was in fall 2002.

Figure 9. Percentage change in average Terra Nova Test scores between fall 2002 and spring 2003 at Flanner House Elementary School

	1 st Grade	2 nd Grade	4 th Grade
Reading	+7.3	+5.6	+2.5
Math	+7.0	+5.6	+3.3
Language	+5.4	+4.4	+2.7

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by New American Schools, Arlington, VA, 2003.

Note: See Supplemental Report 6 for detailed notes on test score analysis.

Figure 9 shows that students made progress, on average, between the fall and the spring in all grades and all subjects tested. But how large were these gains? One way to find out is to compare the progress of Flanner House Elementary's students to that of other students nationally who took the same exams at the same points in their academic careers.

Since Terra Nova is a national standardized test, we can ask the following question: if we ranked all the students across the country who took the Terra Nova, where would *Flanner House Elementary students stand on average* in that ranking?

Figure 10 provides the answer. The first row of the table shows how 1st graders at Flanner House performed in reading. In the fall, on average 1st graders at Flanner House scored as well as or better than 47% of all students nationwide in reading. We call this number, 47, the school's "Fall Average Percentile" for 1st graders in reading. The next column shows that by the spring, on average Flanner House 1st graders performed as well as or better than 75% of all students nationwide. The school's "Spring Average Percentile" was 75.

As displayed in Figure 10, it is clear that, on average, Flanner House's students gained ground in all grades and subjects, with the exception of 4th grade math. In math, on average Flanner House 4th grade students performed as well as or better than 54% of students nationally in the fall. But on average Flanner House 4th grade students only outranked 47% of students nationally in the spring. So the table indicates that, on average, Flanner House 4th grade students "lost ground" in math. As Figure 9 illustrates, on average, they did progress in math — but not as much as their peers nationally.

Figure 10. Academic progress of Flanner House Elementary School students, fall 2002 through spring 2003

Grade/subject	Fall Average Percentile	Spring Average Percentile	Gained ground vs. students nationally	Stayed even with students nationally	Lost ground vs. students nationally
1 st Grade Reading	47	75	✓		
1 st Grade Math	44	70	✓		
1 st Grade Language	53	55	✓		
2 nd Grade Reading	60	71	✓		
2 nd Grade Math	54	59	✓		
2 nd Grade Language	61	70	✓		
4 th Grade Reading	58	59	✓		
4 th Grade Math	54	47			✓
4 th Grade Language	50	56	✓		

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by New American Schools, 2003.

Note: Conclusions about whether students gained or lost ground were based on simple comparisons of fall and spring percentiles.

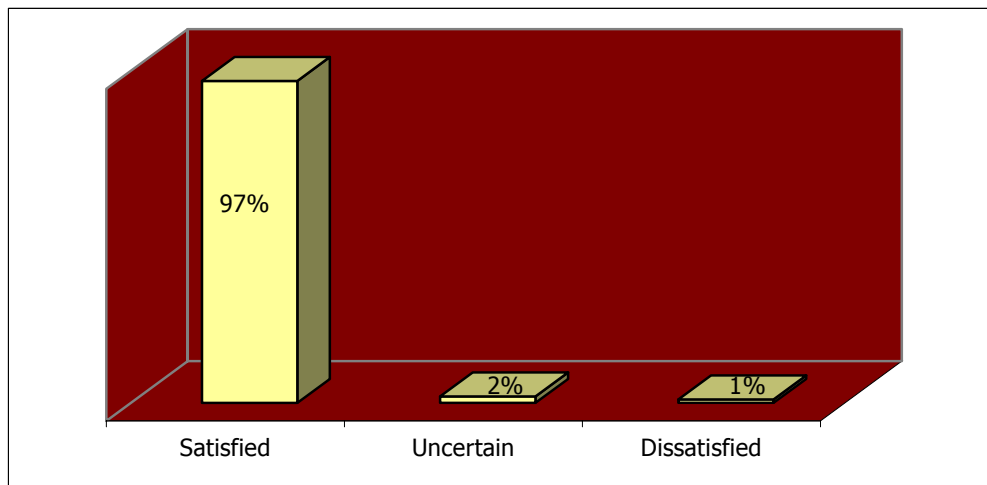
Note: See Supplemental Report 6 for detailed notes on test score analysis.

Expert assessment of Flanner House Elementary School's educational and organizational viability. Expert site visit teams, reviews by an outside accounting firm, and oversight by the Mayor's Office yielded numerous findings about the school, discussed at length in Supplemental Reports 3 and 4. Highlights of those findings include:

- The expert site visit team commended the school for its exemplary leadership and staff; its safe, family-centered environment; high levels of rigor and expectations for all students; and the high motivation of students in both academics and character development.
- The team also noted several areas for attention, including: more effective communication with parents, staff, and others; identification and response to teachers' professional development needs; and the need for more physical space.
- The governance reviews conducted by the Mayor's Office showed that the management and teaching staff have built a "family" atmosphere that makes extensive use of parent volunteers.
- Reviews by an outside accounting firm revealed that Flanner House Elementary was managing its financial practices satisfactorily, with no significant problems.

Parent and staff satisfaction. In confidential surveys administered by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, the school's parents and staff indicated their level of satisfaction with Flanner House Elementary. Figure 11 shows how parents responded to a question about their overall satisfaction. Figure 12 displays how satisfied parents and staff were with a variety of school features.

Figure 11. Overall parent satisfaction with Flanner House Elementary School



Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered spring 2003 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 6 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. "Satisfied" includes "somewhat satisfied," and "very satisfied" responses. "Dissatisfied" includes "somewhat dissatisfied" and "very dissatisfied" responses.

Figure 12. Parent and staff satisfaction with features at Flanner House Elementary School

School Feature	Parents ¹			School Staff ^{1,4}		
	Satisfied ²	Don't Know	Dis-satisfied ³	Satisfied ⁵	Un-certain ⁶	Dis-satisfied ⁷
Class size	100%	0%	0%			
School size	98%	0%	2%	100%	0%	0%
Length of the school day	100%	0%	0%	83%	17%	0%
Length of the school year	98%	0%	2%	83%	17%	0%
Individualized attention ⁸	96%	1%	3%	83%	17%	0%
Ability of school to fulfill mission				100%	0%	0%
Academic standards	100%	0%	0%	100%	0%	0%
Curriculum	97%	0%	3%	100%	0%	0%
Instructional resources ⁸	95%	2%	3%	67%	33%	0%
Quality of teaching	98%	0%	2%	100%	0%	0%
Classroom management/behavior				100%	0%	0%
Technology ⁸	89%	2%	9%	67%	17%	17%
Extracurricular activities	77%	2%	21%			
Parent involvement ⁸	100%	0%	0%	100%	0%	0%
Parent information about student learning	93%	1%	6%	100%	0%	0%
Accessibility and openness to parents				100%	0%	0%
Communication from the school	90%	1%	9%			
Sense of teacher/student pride in school	98%	0%	2%	100%	0%	0%
School leadership ⁸	96%	1%	3%	86%	14%	0%
School finances	81%	11%	8%	29%	14%	57%
Safety				100%	0%	0%
School facilities	96%	0%	5%	67%	17%	17%
Enrollment process	99%	1%	0%	100%	0%	0%
Services for special needs students ^{9,10}	96%	N/A	4%	67%	17%	17%
Transportation (overall) ¹⁰				60%	20%	20%
Drop-off/Pick-up time	100%	N/A	0%			
Drop-off/pick-up location	97%	N/A	3%			
Bus condition/reliability	80%	N/A	20%			
Time your child is on bus	85%	N/A	15%			

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staffs administered spring 2003 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

Note: See Supplemental Report 6 for detailed notes on survey protocol and analysis.

Note: Calculations do not include missing responses. Additionally, some categories may not equal 100% due to rounding.

¹Blank areas denote that the applicable group was not surveyed about satisfaction with the particular feature.

²Includes "satisfied," "moderately satisfied," and "very satisfied" responses.

³Includes "very dissatisfied" and "moderately dissatisfied" responses.

⁴Calculations for staff surveys do not include "don't know/not applicable" responses.

⁵Includes "somewhat satisfied" and "very satisfied" responses.

⁶Uncertain was ranked as three on a scale of one to five.

⁷Includes "not too dissatisfied" and "quite dissatisfied" responses.

⁸Wording of parent and staff surveys questions vary slightly.

⁹Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

¹⁰N/A denotes "not applicable." Since not all students used special education or transportation services, only the responses of those parents who expressed an opinion about these services were included in these calculations.

Overview of Enrollment, Demographics, and Location

This section of the report provides information about:

- current and projected enrollment of the seven schools currently chartered by the Mayor;
- demographic information about students attending the three schools operating in 2002-03; and
- the location of the three schools that opened in 2002-03 and the two schools that opened in 2003-04.

Enrollment

Current and projected enrollment. Three schools chartered by the Mayor of Indianapolis operated in 2002-03. Two more opened in fall 2003, and two more are slated to open in fall 2004. Figure 13 below shows the grade and school size distribution for each of these seven schools.² By 2008, these schools will have the capacity to serve nearly 2,600 students.

Figure 13. Projected enrollment for all current Mayor-sponsored schools¹

	Grades at capacity	2002-03	2003-04	2004-05	2008-09
<i>TOTAL: Mayor-sponsored schools</i>		<i>551</i>	<i>1194</i>	<i>1675</i>	<i>2585</i>
21 st Century Charter School	K-12	125 (Grades K-6)	160 (Grades K-7)	178 (Grades K-8)	240 (Grades K-12)
Christel House Academy	K-12	276 (Grades K-4)	326 (Grades K-5)	376 (Grades K-6)	576 ² (Grades K-10)
Flanner House Elementary School	K-5	150 (Grades K-4)	190 (Grades K-5)	210 (Grades K-5)	250 (Grades K-5)
Andrew J. Brown Charter School	K-8		418 (Grades K-5)	496 (Grades K-6)	704 (Grades K-8)
Flanner House Higher Learning Center	9-12		100 (Grades 9-12)	175 (Grades 9-12)	175 (Grades 9-12)
Charles A. Tindley Accelerated School	9-12			160 (Grades 9-10)	320 (Grades 9-12)
KIPP Indianapolis	5-8			80 (Grades 5)	320 (Grades 5-8)

¹ This table shows **maximum** capacity as of August 1, 2003. The discussion above about each operating school provides actual current enrollment figures. This table shows the seven schools currently holding charters from the Mayor of Indianapolis. The charter of an eighth school, Imani School of Excellence, was revoked because that school did not meet the conditions for opening as established in the charter agreement.

² Christel House Academy will reach its maximum enrollment in the 2010-11 school year, with 676 students in K-12. Total enrollment during that year for all of the currently approved schools will be **2,685**.

² The charter of an eighth school, Imani School of Excellence, was revoked because that school did not meet the conditions for opening as established in the charter agreement.

Reasons parents enrolled their children. The Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis conducted a survey of parents of students enrolled in the three charter schools in spring 2003. The survey asked parents to indicate how “powerful” various factors were in their decisions to enroll their children in charter schools. Parents rated each potential factor on a scale of 1 to 5, with a 5 indicating that the reason was “very powerful” and a 1 indicating “not powerful.” Figure 14 shows the average response given by parents in Mayor-sponsored charter schools to different factors, ranked in descending order of average importance.

Figure 14. Importance of factors in parents’ decisions to enroll their children in a Mayor-sponsored charter school

Reasons parents enrolled their children	Average importance of each reason to parents on a 1 to 5 scale (5 = “Very Powerful” 1= “Not Powerful”)
High quality academic program	4.79
High standards for achievement	4.78
Safe environment	4.70
Clear goals for each student	4.60
Clear value system	4.57
Special academic focus/program	4.57
Nurturing environment	4.52
Small classes	4.44
Clear dress/behavior code	4.44
Central parent role	4.42
Extensive use of technology	4.34
Strong focus on cultural/ethnic needs	4.18
Small school size	4.10
High quality services for special needs students	3.68

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered spring 2003 by the Center of Excellence in Leadership of Learning at the University of Indianapolis.

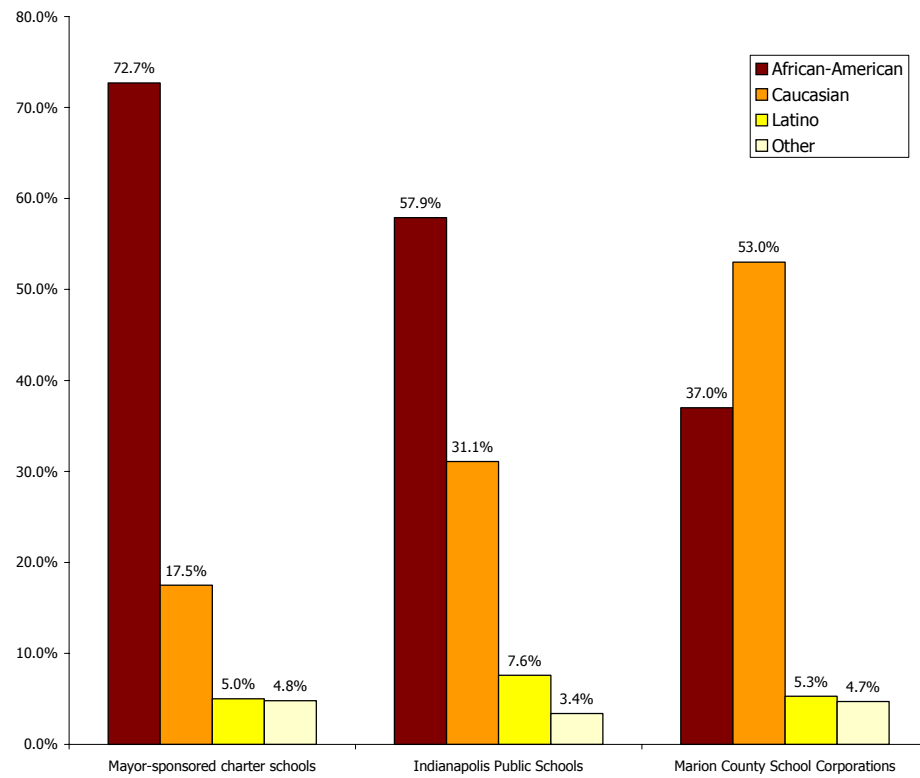
Note: See Supplemental Report 6 for detailed notes on survey protocol and analysis.

Level of demand. More parents sought to enroll their children in charter schools than the schools could accommodate in 2002-03. According to the schools’ reports on their enrollment processes, 840 children applied to attend these three schools, yet the schools could only hold up to 551 students. All three schools conducted lotteries to determine which applicants would be admitted, offering the remainder of applicants places on their waiting lists.

Demographics

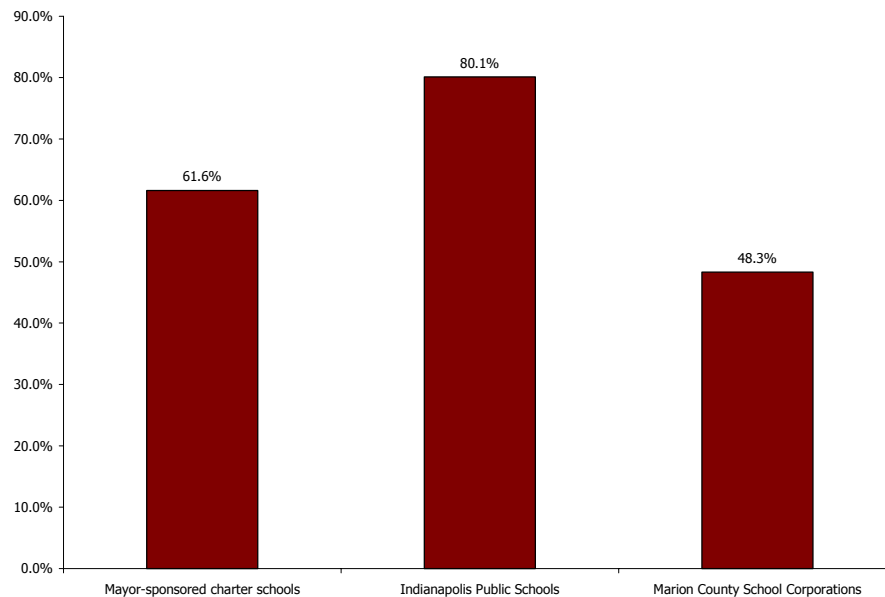
Student characteristics. Figures 15 through 17 show the composition of the three charter schools operating in 2002-03, including the percentages of students who were children of color, eligible for federal free or reduced-price lunch, and identified as needing special education or limited English proficiency services. As points of reference, the figures also display 2002-03 student information for Indianapolis Public Schools as well as aggregate data across the eleven Marion County school corporations.

Figure 15. Racial and ethnic composition of students attending Mayor sponsored charter schools



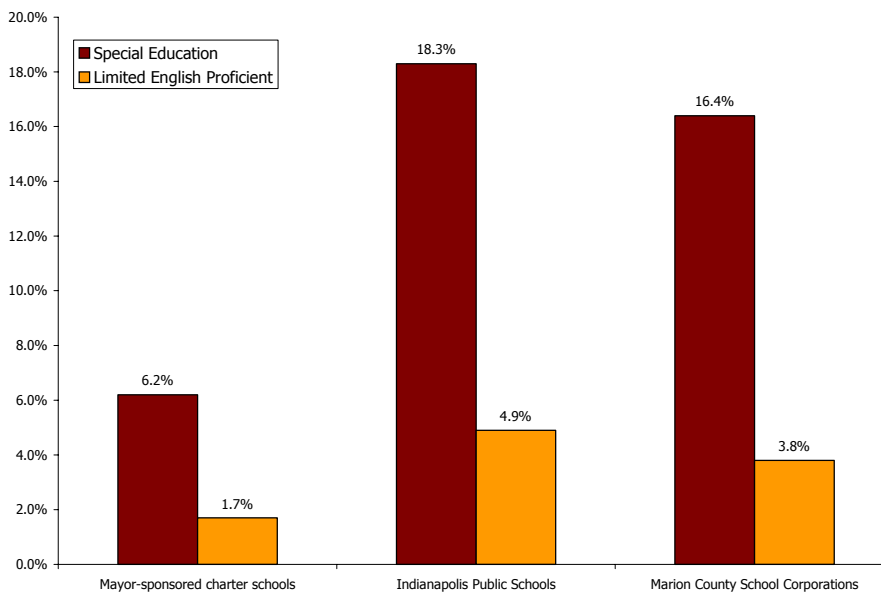
Source: Indiana Department of Education. Aggregate data for Marion County School Corporations were calculated based upon information from the Indiana Department of Education.

Figure 16. Percentage of students in Mayor-sponsored schools who are eligible for free or reduced-price lunch



Source: Indiana Department of Education. Aggregate data for Marion County School Corporations were calculated based upon information from the Indiana Department of Education.

Figure 17. Percentage of students with special needs attending Mayor-sponsored charter schools



Sources: Indiana Department of Education Division of Exceptional Learners, count reported December 2002; Division of Language and Minority Programs, count reported October 2002. Aggregate data for Marion County School Corporations were calculated based upon information from the Indiana Department of Education.

Starting levels of academic performance. Shortly after the beginning of the school year, students in charter schools took the state's ISTEP+ tests in reading and math. Since the schools had just opened when ISTEP+ was administered, the results did not offer any information from which the Mayor's Office could assess how much children had learned at the charter schools. Instead, they provided information about the *starting levels of performance* of charter school students. In the future, the Mayor's Office will be able to determine how much progress charter school students are making on these tests.

Figure 18 displays the percentage of 3rd and 6th graders who received passing scores on ISTEP+ examinations. It shows the results for Mayor-sponsored charter schools, IPS, and all Indiana public schools.

Figure 18. Percentage of students in Mayor-sponsored charter schools (MSCS), IPS, and Indiana passing ISTEP+ tests at the *beginning* of the fall 2002 school year¹

	English			Math			Both		
	MSCS ²	IPS	IN	MSCS	IPS	IN	MSCS	IPS	IN
Percent of 3 rd Graders Passing	49%	58%	72%	33%	57%	67%	26%	44%	59%
Percent of 6 th Graders Passing ³	50%	40%	69%	22%	32%	67%	22%	25%	59%

Source: Indiana Department of Education. City-wide data unavailable.

¹Since charter school students took these tests near the beginning of the school year, these percentages represent the starting levels of performance of charter students, not how much the students learned in charter schools.

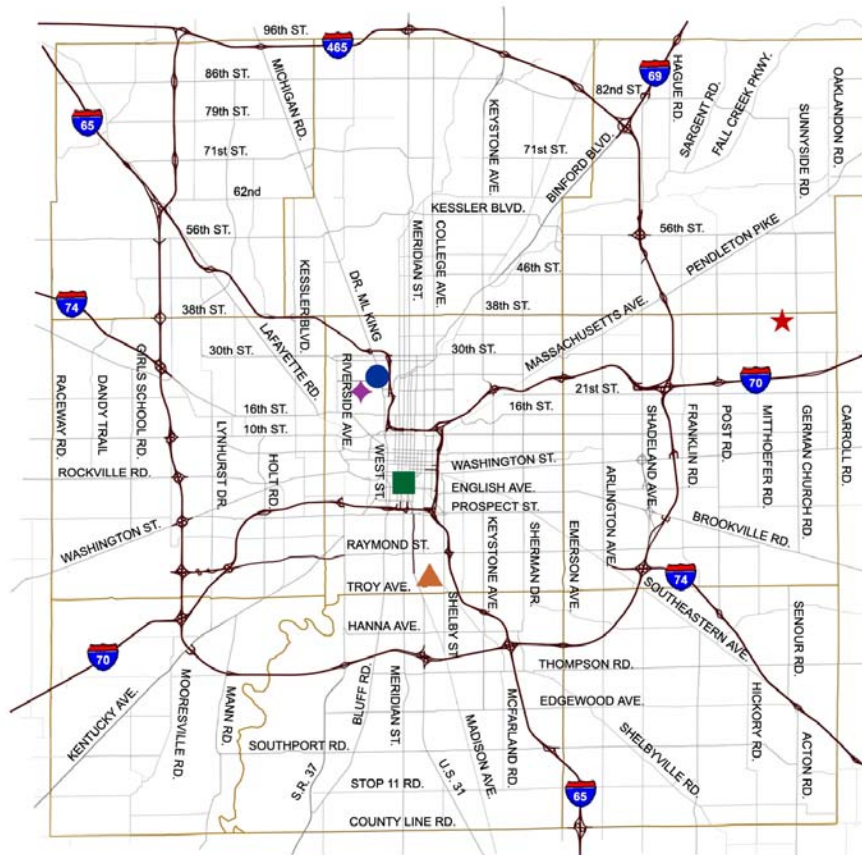
²Aggregate passing rates represent weighted average passing rates across 21st Century Charter School, Christel House Academy, and Flanner House Elementary School.

³This information is available only for 21st Century Charter School and thus is not a weighted average passing rate; 21st Century was the only one of the three schools to offer a sixth grade class.

Location

The following map shows the location of the five operating schools.

Mayor-Sponsored Charter Schools' Locations



Schools Opened Fall 2002

- Flanner House Elementary School
2424 Dr. Martin Luther King, Jr. Street
(317) 925-4231
- 21st Century Charter School
302 South Meridian Street
(317) 524-3750
- ▲ Christel House Academy
2717 South East Street
(317) 783-4690

Schools Opening Fall 2003

- ◆ Flanner House Higher Learning Center
2424 Dr. Martin Luther King, Jr. Street
(317) 925-4231
- ★ Andrew J. Brown Charter School
3600 German Church Road
(800) 699-9235

Schools Opening Fall 2004

- Charles A. Tindley Accelerated School
- KIPP Indianapolis
- (Locations to be determined)

For More Information

The supplemental reports listed in the table of contents, along with the accountability report, are available on-line at:

http://www.indygov.org/mayor/charter/accountability_report.

The supplemental reports contain more detailed information on the three Mayor-sponsored charter schools that opened in 2002-03. In addition, the reports include detailed information on the Mayor's charter school accountability system and the methodology used to gather and analyze the performance-related information on the schools contained in this report.

Electronic versions of the other documents referenced in this report also may be accessed from the above website.

For additional up-to-date information about charter schools in Indianapolis, visit the Indianapolis Charter Schools homepage at <http://www.indygov.org/mayor/charter/>.